**Barnhill Middle School Language Arts Syllabus-Grade 8 2011-12**

**Teachers**

**Mrs Mcauslin ; Mrs. Julie Empey**

**Goals**

**The goal of the Grade 8 English Language Arts program is to continue developing the interrelated language processes necessary for 21st Century learning. These processes include, but are not exclusive to, listening, reading, viewing, writing, and other ways of representing.**

**Objectives**

* **To engage students in a range of experiences and interactions using a variety of texts designed to help them develop increasing control over language processes**
* **To use and respond to language effectively and purposefully**
* **To foster an appreciation for literacy and learning**
* **To recognize the diverse learning styles of our students and use differentiated instruction to meet each students’ needs**
* **To meet the Grade 8 Language Arts outcomes as defined in the Atlantic Canada Curriculum document**

**Assessment Methods**

**Both formative and summative assessments will be used to evaluate each student’s achievements. Formative refers to an assessment of the continual on-going progress of your child. Summative assessment refers to an assessment of a particular set of skills achieved at the culmination of a unit of study. Various assessment techniques will be used to address different learning styles, and students will be active and informed participants in assessments. The New Brunswick Provincial Grade 8 Standards will be used as a guide for measuring achievement.**

**Resources**

* **Oxford Identities 8: Defining Moments (LA Text)**
* **Variety of Fiction and Non-Fiction Novels (teacher and student selected)**
* **Supplemental Materials including Poetry, Short Stories, Essays, Newspapers etc...**
* **Various technological resources**

**Behaviors**

**Expected classroom behaviours are to be consistent with the behaviour policies as stated in the student handbook. It is each student’s responsibility to do their best and to contribute to a positive learning environment.**

**Scope and Sequence**

**Reading and Viewing**

***Topics***

* **Reading workshop & literature circle format**
* **Variety of short texts (fiction and non- fiction) to introduce reading strategies (Tovani & Atwell) to be used this year (memoirs, personal essays, short stories, poetry, articles etc.)**
* **Novel Study (both teacher and student selected)**
* **Theme related short texts (short stories, poetry, essays, readers’ theatre etc.)**
* **Biographies**
* **Poetry Unit**

***Forms of Assessment***

* **Reading Responses (various topics generated by teacher/student)**
* **Comprehension Tests**
* **Literacy Project (focus: critical and creative thinking)**
* **Daily Skills Development (focus reading strategies, literary elements & techniques)**
* **Reading Benchmark (quarterly)-OCA**

**Value 40%**

**Writing and Representing**

***Topics***

* **Introduce Workshop format (including writing process, trait-based writing)**
* **Exploring major writing formats (Narrative, Descriptive, Expository & Persuasive)**
* **Mini-lessons based on developing writing skills**
* **Word Study (developing vocabulary, spelling tips, context, word patterns etc.)**

***Forms of Assessment***

* **Daily work and skills development during writing workshop**
* **Bi-weekly word study exercises**
* **Process and demand pieces (2-3/term)**
* **Writing Benchmark- (quarterly)**

**Value 40%**

**Speaking and Listening**

* **Class Presentations**
* **Participation in groups, partnering etc...**
* **Class and group discussions**
* **Booktalks & Variety of Oral Presentations**

**Value 20%**

***As with any syllabus, the content may be subject to change and there must be flexibility in the timeline. As the year progresses, scheduling adjustments may be made depending upon the needs of the students. We would greatly appreciate your support in ensuring your child has an enjoyable and successful year.***